

Key Instructional Definitions:**Universal Design for Learning, Differentiated Instruction, Interventions, Specially Designed Instruction, Accommodations, Modifications**

	For Whom	Purpose	What It Looks Like
Universal Design for Learning	All students <ul style="list-style-type: none"> • typically-performing students • at risk • special education • English language learners • gifted and talented 	The purpose is to <i>provide access</i> to the general education curriculum and environment	UDL shapes general education curricula to be effective for students with a wide range of abilities and disabilities. A UDL-designed curriculum provides options and alternatives that can be easily customized to the individual student. From the outset, UDL builds flexibility into all aspects of the curriculum: the goals, materials, instruction, and assessment. <ul style="list-style-type: none"> • Multiple means of presenting information—options that include spoken language for text descriptions for images, concept maps for expository text, and demonstrations • Multiple means for students to express what they know—options that include speech for writing, scaffolds for strategies, University of Kansas Strategic Instruction Model (KU SIM), and tools for production such as spellchecking, calculators, etc. • Multiple means for engaging students—choice in levels of support or challenge, alternatives in content or, appearance, options to reduce social threats or distractions
Differentiated Instruction	All students	The purpose is to <i>plan instruction</i> based on assessed needs of individuals or groups of students	The Association and Supervision of Curriculum and Development (ASCD) describes differentiated instruction (DI) as different routes in product, process, and content. Teachers pre-assess students (prior knowledge) and plan routes to move students towards achievement of standards and benchmarks. Uses Iowa Core Curriculum. Teachers consider interest, readiness, and learning styles of students in assessing and planning.
Interventions	All students	The purpose is to <i>adjust instructional practices</i> to support individuals or groups of students to achieve standards and benchmarks	Interventions are supplemental and intensive instructional processes that either extend or enhance instruction. Interventions are designed to meet the identified needs of an individual (or groups of individuals) and are monitored on regular and frequent basis. Uses Iowa Core Curriculum and the Instructional Decision Making (IDM) process. <ul style="list-style-type: none"> • Direct instruction • Simplifying or advancing vocabulary • KU SIM • Compacting • Accelerating
Specially Designed Instruction	Students identified as needing special education and who have individualized education programs (IEPs)	The purpose is to <i>adapt</i> content, methodology, or delivery of instruction as appropriate to address the unique needs of a child that result from the child's disability	Specially designed instruction can utilize many of the strategies outlined above. The IEP team describes how specially designed instruction will be provided. Specially designed instruction is driven by the goal developed by the IEP team and may be provided by the general education teacher. (Administrative Rules of Special Education: <i>Specially designed instruction</i> means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction: (1) To address the unique needs of the child that result from the child's disability; and (2) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.)
Accommodations	Students with IEPs or 504 programs	The purpose is to <i>provide access</i> to the general education curriculum and environment	Accommodations are “access” supports meant to level the playing field. They consist of changes in presenting information (either by the student or teacher) in such areas as responding, timing/scheduling, and setting. Accommodations alone are not “specially designed instruction.” (Iowa Eligibility Standards: <i>Accommodations</i> : supports or services provided to help an individual access the general education curriculum and help facilitate learning.)
Modifications	Students with IEPs who have significant disabilities	The purpose is to <i>provide students with significant disabilities access</i> to the general education curriculum and environment through substantial changes in curriculum, instruction, and assessment.	Modifications are significantly different than accommodations in that they change content and lower performance expectations. (Iowa Eligibility Standards: <i>Modifications</i> : changes made to the content and performance expectations for an individual.) <i>Important note: most students with IEPs do not need modifications to their curriculum. Teachers and IEP teams who modify curriculum and lower expectations for students with IEPs who don't have significant disabilities are providing a disservice to those students.</i>

Scenarios

Mr. McDonald's 4th Grade Class

Mr. McDonald teaches a 4th grade class that includes a diverse group of students: English Language Learners, students with individual education programs (IEPs), gifted and talented students, and at-risk students. His school has adopted IDM and all teachers are trained in the process. In planning for his math unit on growing patterns, he plans for and implements UD, DI, interventions, specially designed instruction, accommodations and modifications in the following manner:

Universal Design for Learning (UDL)

Mr. McDonald has manipulatives (pattern blocks, squares, etc.) for all to use. There is access to graphing calculators, grid paper (square and triangular) and computer programs (Illuminations applets, geometer sketchpad, fathom, etc.). To assist student understanding, vocabulary cards with pictures attached to assist vocabulary development are also available.

Differentiated Instruction (DI)

Mr. McDonald has used Meaningful Distributed Practice as preview to determine who already has a strong understanding of growing patterns, who has an expected understanding and who is struggling with the idea of growing patterns. The Problem Based Instructional Task has been developed with these students in mind. The Launch engages all students in the big idea of growing patterns. The Explore is differentiated to meet the needs of the students who are advanced, right on, and struggling. Each student is given a task to complete that will further his/her understanding of growing patterns. Some students will need basic understanding of a growing pattern while others will need advanced work in growing patterns to meet their individual needs. The Summary brings all learners back to the big ideas of mathematics of the lesson. The check for understanding is based on the three levels (those who are advanced, those right on and those who were below expected understanding) and the big idea of mathematics that each child should now have after this lesson.

Interventions

Supplemental – Those students who exceed the grade level expectation could have the following as supplemental interventions: moving from representational thinking of growing patterns $2x+1$ to graphing equations and explaining what is happening with the graph, or Intensive interventions of compacting the curriculum, or acceleration through the curriculum. Students who are struggling will need more time to work with growing patterns at the concrete level with teacher modeling and scaffolding to move them from concrete to representational to abstract thinking, or Intensive interventions that may require more time, more immediacy of feedback and more specific instruction in the basics of patterns which will help build the foundation needed to understand patterns and then building up to growing patterns.

Specially designed instruction

Mr. McDonald's class includes 2 students with mild disabilities and one student with significant disabilities. He will be providing specially designed instruction and accommodations for the two students with mild disabilities and will incorporate modifications for the student with significant disabilities. The special education teacher will provide the specially designed instruction for the student with significant disabilities. The specially designed instruction for these three students includes strategy instruction in problem solving, communication and concrete to representational to abstract thinking. This can take place in the general education classroom that is co-taught. The specially designed instruction can also be part of the Differentiated Instruction plan. There is also the option of having the specially designed instruction by the special education teacher be delivered in another time in another setting.

Accommodations

Mr. McDonald will implement the following accommodations for the two students with mild disabilities: pattern blocks, grid paper, videos, applets and computer programs that better illustrate the growing patterns.

Modifications

Mr. McDonald will implement the following modification for the student with significant disabilities: keeping the growing pattern at the concrete level longer until the concept is mastered. Mr. McDonald will start with very simple growing patterns, using pattern blocks until the student has met mastery. The student will not be expected to put the growing pattern in abstract number sentences until the student has shown mastery in the concrete and representational aspects of the growing patterns. The student will not be graded on the work expected of the other students in the general education setting. Mr. McDonald and the special education teacher have created a rubric to grade the work of this student.

Ms. Polaski's Freshman English Class

Ms. Polaski teaches 3 sections of freshman English, a class that is required for all 9th grade students. Her three sections include English Language Learners, students with individual education programs (IEPs), gifted and talented students, and at-risk students. Her school has adopted IDM and the Iowa core curriculum. In planning for her unit on increasing literacy and writing skills through an analysis of *Of Mice and Men*, she plans for and implements UD, DI, interventions, specially designed instruction, accommodations and modifications in the following manner:

Universal Design for Learning (UDL)

Ms. Polaski will use ideas from the ELL, GT and special education teachers to better meet the needs of all the students in her class. Things that will help all students be more successful are: cooperative learning activities, think-pair-share with guiding questions, anticipation guides and directed quick writes. Other strategies the teacher can employ to meet some unique needs of students are: story boards, acting out parts of the book, creating a photo gallery of the time period from the New Deal Network – www.newdeal.feri.org/index.htm, and having the social studies teacher come talk with the class about the time period of the book and social issues. The teaching of idioms with pictures for students to understand that they are not literally what is written but a figure of speech is also a universal design strategy.

Differentiated Instruction (DI)

Ms. Polaski knows that some students can take a literary work, read it, interpret it and analyze it at a level that far exceeds 9th grade expectations. For these students, she has planned a course for them that will take them into analyzing and synthesizing the standards and benchmarks for 9th grade English of the author's background, the themes of the book and the period of time depicted in the book with what they are learning in social studies. Ms. Polaski also knows that the 9th grade standards and benchmarks say that students will be able to state the author's purpose, determine the point of view, explain the plot and determine protagonist and antagonist of the story. For those students who are ready to learn these skills, she has plotted a course of action that will take them through various activities with a culminating cooperative learning activity that will meet the standards and benchmarks. For those students who will have greater difficulty understanding the themes of this book, Ms. Polaski is using cooperative learning, visual imagery, story board and quick writes to help these students keep track of the plot, point of view, and the protagonist and antagonist of the story. She has created a rubric to grade all the work that will be turned in.

Interventions

Supplemental – Those students who exceed the grade level expectation have already been planned for in the DI section, or Intensive interventions of compacting the curriculum, or acceleration through the curriculum. Students who are struggling will need more time to work will need more teacher modeling and scaffolding to move them from basic reading skills to more complex reading skills. This would include reciprocal teaching techniques, QAR, visual imagery training, or Intensive interventions that may require more time, more immediacy of feedback and more specific instruction in the basic plot, characterization, setting,

sequencing of stories as it ties to *Of Mice and Men*. Strategies will include Visual Imagery, DISSECT, the use of graphic organizers for plot and characterization and practice with stating the author's purpose on shorter pieces of literature.

Specially designed instruction

Ms. Polaski's class includes 2 students with mild disabilities and one student with significant disabilities. She will be providing the specially designed instruction and accommodations for the two students with mild disabilities and will incorporate modifications for the student with significant disabilities. The special education teacher will provide the specially designed instruction for the student with significant disabilities. The specially designed instruction for these three students includes the KU strategies – Visual Imagery, DISSECT and Sentence Writing Strategies, QAR. The teacher will also employ the Frayer model and picture association with vocabulary words. Ms. Polaski has been trained in the above listed strategies and will use the strategies in the Differentiated Instruction plan created for these low performing students. She will also keep data on their progress of each student in using the strategy as well as the progress on the standards and benchmarks for the class.

Accommodations

Ms. Polaski will implement the following accommodations for the two students with mild disabilities: books on tape, study guides, and pre-teaching idioms.

Modifications

Ms. Polaski will implement the following modification for the student with significant disabilities: choose the most important benchmark to hone in on, narrow the focus of the themes to one, and choose vocabulary words that are frequently used in the English language. Since this student is not required to meet all of the benchmarks for the general education class, Ms. Polaski and the special education teacher have written in the IEP how this student will be graded for the English 9. credit.